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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in school settings, grades 7-14. The goal of this module is to help users review the concept of a career resource center, identify needs, determine objectives, establish priorities, select programs, and implement plans. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

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PLANNING A CAREER RESOURCE CENTER

MODULE 19

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

MODULE GOAL AND OBJECTIVES

This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and/or improvement of Career Resource Centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a Career Resource Center, how to identify needs and determine objectives, and, learn how to establish priorities, select programs and implement plans. On completion of this module, participants will be able to:

	Approximate Time
1. Describe the five components of a Career Resource Center (CRC) and list the steps of a systematic process for the establishment and/or improvement of a CRC.	*90 minutes*
2. Choose a student sub-population to be served by the information component of a CRC in his/her own setting, identify needs of that sub-population and write objectives responding to those needs.	*90 minutes*
3. Choose three Programs/Activities/Services (P/A/S) which implement one of three objectives from #2, analyze requirements for each of the P/A/S chosen, and assign priority for implementation.	*90 minutes*
4. Identify and sequence the tasks necessary to implement the first priority P/A/S and construct a chart designating who is responsible for completing the tasks.	*60 minutes*

Criteria for achieving these objectives are found in the Coordinator's Guide.

MODULE OUTLINE

	Approximate Time	Objective(s)
Introduction	20 minutes	1, 2, 3, 4
Overview of CRC	50 minutes	1, 2, 3, 4
Overview of Systematic Process	20 minutes	1
*Break		
Needs Assessment - Step One	40 minutes	2
Write Objectives - Step Two	50 minutes	2
*Lunch		
Identify P/A/S's	40 minutes	3
Analyze Requirements and Choose P/A/S for Implementation	50 minutes	3
*Break		
Identify Implementation Tasks	30 minutes	4
Assign Responsibility	20 minutes	4
Review	10 minutes	1-4

*Length of these periods would depend on Coordinator.

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--his/her personal and social behavior, learning to learn skills, social responsibility, citizenship and use of leisure time.

Career Counselor - A professionally trained counselor who has expertise in the field of careers through experience and specialized training.

Career Development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

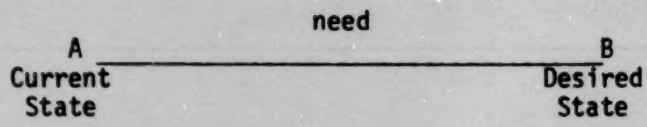
Career Education - The totality of experience through which one learns about and prepares to engage in work as part of her/his way of living.

Career Guidance - The various types of assistance provided to help individuals in their career development. It may include instruction, counseling, placement, follow-through, evaluation, and support procedures based on career planning and development needs.

Desired Outcomes - The products and goals of a theoretically perfect program which completely satisfies all client needs and wants. Answers the question: Where do we (providers and clients) want to be?

Formative Evaluation - A process of collecting and using information during program development in order to improve the functioning of the program.

Need - This term usually applies to individuals, but programs may be considered to have needs also. In either case, a need is the gap between the current state and the desired state. The concept may be represented graphically. If point A is where someone is, and Point B is where he would like to be, the gap between these two points is the need.



In terms of career guidance, counseling, placement, and follow-through programs, "A" represents the program's current status and "B" its desired outcomes. Again, the "need" is the difference between A and B.

Outcome - The terminal behavior sought in a performance objective. Differentiated from the other three parts of an objective (audience, conditions, and degree).

Performance (or product) Objective - A specific, behaviorally stated and measurable or observable outcome. It should include the target population, the observable or measurable outcome, the conditions under which it will be measured, and criteria that will be accepted to indicate that the objective has been achieved. (Example: "Given a small group discussion situation, by the end of the year each eighth grade student will have made an effort deemed satisfactory by his teacher, according to defined criteria, to encourage participation from another group member at least twice during a half-hour period.")

Process Objective - A program activity which contributes to reaching a product objective. (Example: "High school teachers will present one career education lesson per week related to the topic of their class.")

Program Goal - A general, broad statement of program purpose, as opposed to performance objectives, which are specific and behavioral. (Example: To help students increase their knowledge of the world of work.")

Summative Evaluation - A process of collecting information to facilitate judgments about the overall worth of a program; especially appropriate to later implementation stages.

OVERVIEW OF A CAREER RESOURCE CENTER

AN OVERVIEW

As a part of the response to the demand for relevancy, the need to integrate school and work, and the whole career education movement, many schools and college guidance systems have incorporated the concept of career development into their programs. They have recognized that career development is a life-long, on-going process. Through career development, individuals develop skills in goal setting, planning, and decision making, and in implementation planning. The goal of the career development process is a planned and satisfying career or life rather than an accumulation of haphazard occurences.

Career Development

The complexity of the career development process has created the need to establish multi-faceted programs. The most common of these are Career Guidance Centers, Career Information Centers, and Career Planning Centers that have sprung up throughout the United States. Even though these programs have been more extensive than the traditional guidance programs, their response to the rapidly changing society and its demands upon individuals is still limited. This has led to the growth of the concept of a comprehensive Career Resource Center (CRC). A CRC utilizes a number of components each of which offers a variety of programs, activities, and services to meet specific needs. In addition, it serves as a resource to instructors, counselors, administrators and other change agents as

Career Resource Center

well as the community and students.

A full-service CRC, then, includes the following components:

Five Components

(1) Education, work, and leisure information
(2) Self-assessment materials
(3) Education and work placement services
(4) Teacher resource materials
(5) Career counseling and guidance services

Because it has been difficult for many counseling programs to keep up with this rapid change, a specific institution may have one or more components, either partially or totally developed. Others may not have any of the components. This is probably why you are attending this workshop -- to find ways to develop activities and services which are responsive to the needs of your students, instructors, and possibly other members of your community.

In a recent study sponsored by the California State Department of Education a task force prepared a comprehensive overview titled *Career Centers in California* (Jacobson, 1975). It is recommended that you read this work prior to implementing your CRC. Recommendations by the task force have been included in the Appendix for the following areas: "How to Implement a Career Center;" "How to Operate and Maintain a Career Center;" "How to Improve a Career Center."

Career Centers in California

Each component of the CRC meets particular needs of specific sub-populations. In addition each component is interrelated with the other four areas. The total degree of success of your program, in part, depends on how many

of these components are implemented on your campus. Program continuity is enhanced by coordinating each component within one Center. Please note that while the CRC serves as the nucleus of all programs, many of the activities of the CRC take place in the classroom, in work stations, and in the community.

Program Continuity

The ultimate success of a CRC depends on the proper selection of personnel. Career Counselors, Career Resource Technicians, Career Resource Aides, Work Experience Coordinators, Media Resource and Instructional Specialists, are only a few examples of types of personnel which may function within the umbrella of the CRC.

CRC Personnel

Each component of the CRC is designed to meet specific needs, to serve certain populations, and provide activities and programs to assist each individual on his/her career development journey. The following brief narrative is designed to give a better understanding of each component of a full service CRC.

Education, Work and Leisure Information Component

An important requirement in any decision making model is the availability of accurate and reliable information on which to base decisions. The career information component provides a variety of materials organized in a meaningful and manageable manner to meet this requirement. This is usually accomplished by adopting some type of cluster system. This permits each individual to explore,

both horizontally and vertically, career options available within a career cluster.

Types of Information

Types of information included in the information component are:

- Labor market trends and local job requirements
- Information on job related skills for obtaining employment
- Information about training agencies (college, proprietary schools, armed forces, etc.)
- Career briefs on numerous occupations (demand, compensation, training, promotion possibilities, etc.)
- Media materials (filmstrips, tape-slide, video cassettes, sound-slide) covering a multitude of topics regarding specific careers or career clusters.

The following examples illustrate the information component of the CRC:

Information Component in Action

Seventh grade students participate in a small group activity to learn about career clusters.

Eleventh grade students identify three related careers, selected on the basis of interest and ability, for a detailed examination of the characteristics of each career.

First year women in a community college enroll in a career planning class which emphasizes non-traditional career opportunities for women.

High school business majors attend a seminar on career opportunities in the world of business.

A senior in high school discusses her long range life and career goals with a career counselor. A plan of action is developed as a result of the session.

A ninth grade social studies class views a filmstrip on the jobs of the 80's followed by students completing an activity packet.

A mature adult (40 years of age) discusses with a Career Counselor the need to change careers in mid-life and available options.

Self-assessment Component

All people are faced with seeking answers to two

important life questions: Who am I? Where am I going? The self-assessment component is designed to assist individuals in obtaining answers to these questions. This diagnostic component contains material which may be used to assess interest areas and personality characteristics, achievement, aptitude, intelligence, experience, values, skills, leisure needs. A variety of activities sponsored by this component provides a means of facilitating an understanding of self and is an essential step in the career development process.

Types of Materials

Types of materials which could be located in this component might include:

Interest inventories (e.g. California Occupational Planning Survey, Self-Directed Search, Strong-Campbell, Kuder, Job-O).

Achievement tests (e.g. reading, math.)

Abilities assessment tools (e.g. Iowa Tests of Educational Development, Differential Aptitude Tests, American College Tests, Scholastic Aptitude Test).

Self-developed life assessment materials.

Programs and activities which would be sponsored by this component might include:

Sample Activities

- High school students who have been identified as potential drop-outs have skills diagnosed and proper referral made if needed (e.g. reading lab or writing lab).
- Ninth grade students are given interest inventories (mutual selection and agreement of need by student and counselor) followed by a small group interpretation and discussion.
- Seniors in high school enroll in a decision-making class to better understand self and how to make good decisions.
- Freshmen in college participate in a growth group

designed to help each person better understand self and others.

- Seventh grade students (small groups) participate in a simulation game designed to clarify values.

- A high school student discusses implication of ability test results with a counselor exploring values, life and educational goals.

Work Experience Component

It is a known fact that most of us, women and men, will work in the labor force for a significant part of our lives. More often than not, people are unaware of the opportunities and demands within the world of work. Programs and activities within this component meet a variety of needs which include:

Programs and Activities

Exploratory work experience. Students are given an opportunity to work at several different work stations in order to become more knowledgeable of types of jobs and demands.

Occupational work experience. Students work in jobs and take related courses, establish objectives for semester, and periodically meet with the coordinator, individually and in groups, for discussion and feedback.

Job acquisition skills. Students are given an opportunity to participate in Work Experience Seminars on topics like: (1) "Job Prospecting-Where Are They?", (2) "How to Complete an Application," (3) "How to Write a Resume," (4) "The Job Interview," (5) "Keeping the Job." In addition, video role playing and simulations can further enhance the effectiveness in this area.

Part-time, full-time placement. A valuable service of this component is providing a listing of available part-time and full-time employment opportunities. The work experience coordinator on staff would screen all applicants being referred for an interview. Students not prepared for the interview (appearance, interview skills, confused) would be worked with individually and/or in regularly scheduled "Job Acquisition Seminars". This type of activity

enhances the long range development of students.

Volunteer Bureau. Experience is a valuable learning tool but cannot always be gained by paid, part or full-time work. A valuable service of this component is the Volunteer Bureau. Organized as a public service program, students may volunteer to work in a variety of settings for the experience and people contact. Contact classes or discussion groups can be held to capitalize on these important experiences.

Career Days. Regularly scheduled Career Days bring on campus authorities in particular specialities to speak first hand with students and to directly relate what industry is seeking in potential employees. Career Days may be organized around clusters, academic divisions, or specific careers. They should be well coordinated with the information component.

Instructor Resource Component

Career education is a campus responsibility. The concept of career education embraces students from K-Adult and involves the instructional staff incorporating these concepts into the daily classroom routine. The Instructor Resource Component is designed to assist instructors in the selection of materials appropriate for their classes. In addition, specialized counselors serve as resource people in discussing learning strategies which might best be utilized in specific learning environments. This component would have study areas for instructors, preview rooms for audio-visual or other materials, and conference rooms for case studies or brainstorming sessions.

Career Activity Packages

Career activity packages, prepared for numerous topics would be jointly developed by instructors and counselors. Each package would focus on a specific objective and include the following items:

- Outcome statements
- Materials required for the activity
- Suggested strategies for implementation
- Assessment techniques to measure student performance

Examples of career activity packages might include:

Subject Matter for CAPS

- Career opportunities in subject fields (e.g. math, English, science)
- Simulation games to identify individual value structures
- Improvement of listening skills
- Tips in finding that first job
- Teaching the decision-making model
- Exploration of educational opportunities (college, graduate schools)
- How to apply for financial aid and scholarships
- Career planning - selecting a career
- Effective study techniques

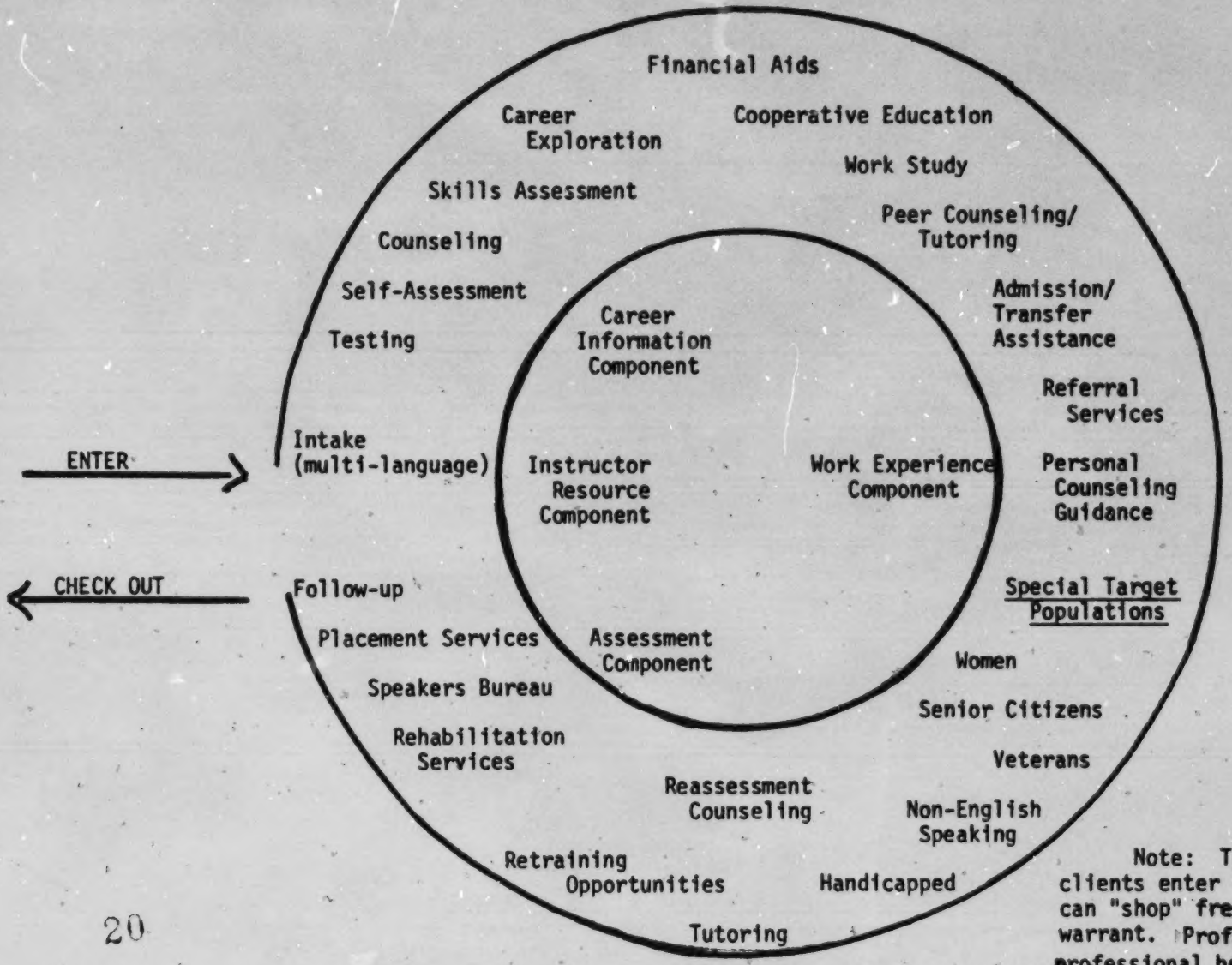
Career Counseling and Guidance Component

The purpose of a CRC is not only to offer information and service to answer questions, but to stimulate further thinking. The career specialist directing the CRC should be housed there so that s/he can be available to work with individuals and groups in career planning and decision-making skills. Also s/he would facilitate infusion of career education concepts into the curriculum along with acting as the resource person for the instructional component.

Each component may function independently. All components needed in a particular setting are inter-related and enhance the total career development program. The chart which follows titled "Comprehensive Career Resource Center" may help you visualize the many functions identified within a fully functioning center.

COMPREHENSIVE CAREER RESOURCE CENTER (CRC)

A Career Guidance Supermarket Model



Note: The idea being that all clients enter in one place, but they can "shop" freely as their needs warrant. Professional or para-professional help is always available throughout the CRC.

Activity One

List the components of a Career Resource Center and two activities that are typical of each component.

1. Component _____

_____

Activities:

a. _____

b. _____

2. Component _____

_____

Activities:

a. _____

b. _____

3. Component _____

_____

Activities:

a. _____

b. _____

4. Component _____

_____

Activities:

a. _____

b. _____

5. Component _____

_____

Activities:

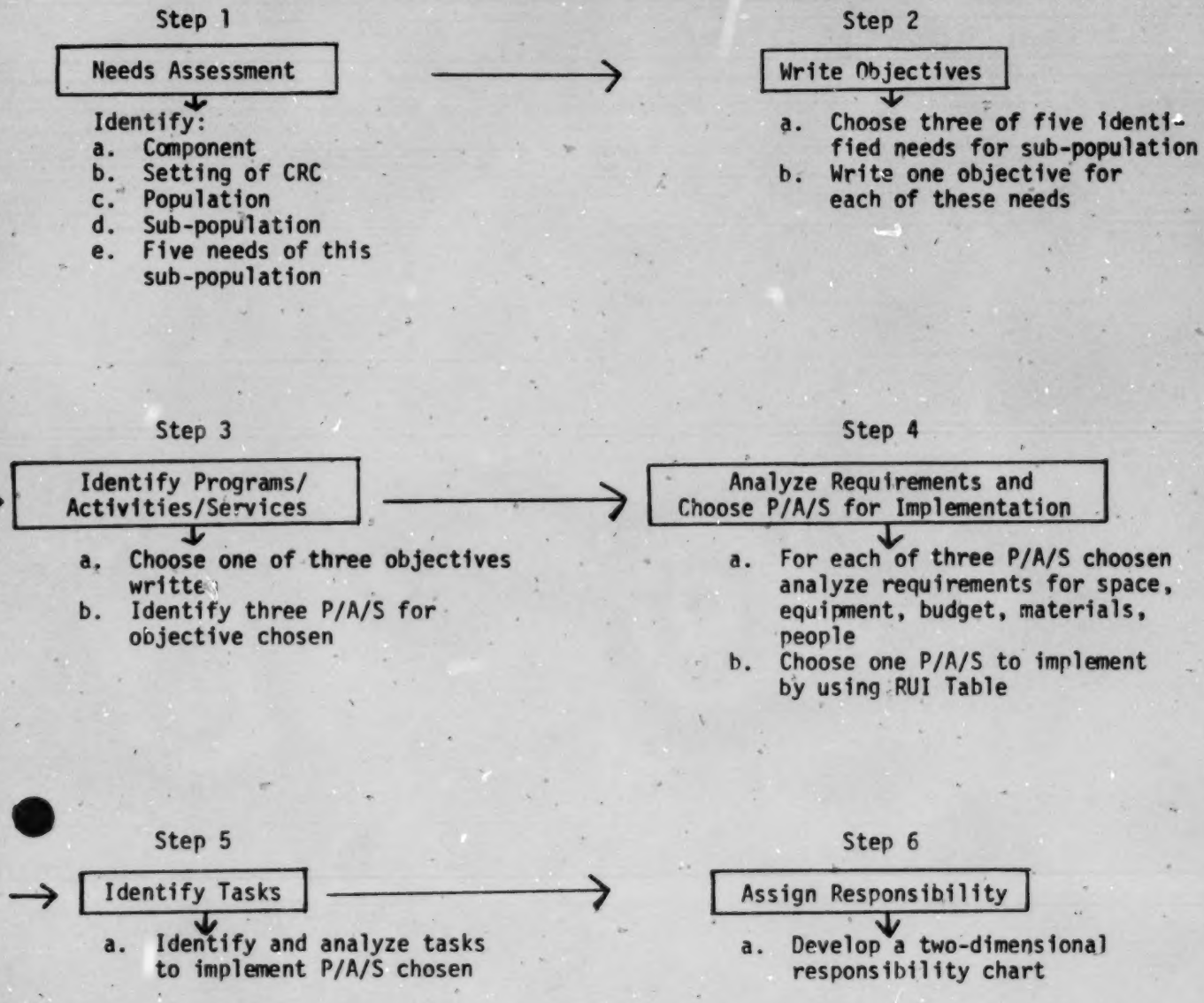
a. _____

b. _____

OVERVIEW OF A SYSTEMATIC APPROACH TO ESTABLISHMENT OR IMPROVEMENT OF A CAREER RESOURCE CENTER

The use of a systematic approach can enhance your chances of establishing or improving a career resource center. The flow chart identifies the steps of a systematic approach as well as the activities you will complete for each step as a part of the workshop.

FLOW CHART OF A SYSTEMATIC APPROACH TO ESTABLISHMENT OR IMPROVEMENT OF A CAREER RESOURCE CENTER


Step 1
Needs Assessment
Identify:
a. Component
b. Setting of CRC
c. Population
d. Sub-population
e. Five needs of this sub-population
Step 2
Write Objectives
a. Choose three of five identified needs for sub-population
b. Write one objective for each of these needs
Step 3
Identify Programs/ Activities/Services
a. Choose one of three objectives written
b. Identify three P/A/S for objective chosen
Step 4
Analyze Requirements and Choose P/A/S for Implementation
a. For each of three P/A/S choosen analyze requirements for space, equipment, budget, materials, people
b. Choose one P/A/S to implement by using RUI Table
Step 5
Identify Tasks
a. Identify and analyze tasks to implement P/A/S chosen
Step 6
Assign Responsibility
a. Develop a two-dimensional responsibility chart

Activity Two

List in sequence, at least five of the six steps of a systematic approach to establish or improve a CRC.

1.

2.

3.

4.

5.

6.

NEEDS ASSESSMENT

Step One

NEEDS ASSESSMENT

Programs and services should be developed as a result of a particular need. Administering a needs assessment instrument to find out the career needs of a particular audience, such as students, is alot of work. Constructing questions whose answers will really give you what you want is not an easy task. The preparation, duplication, distribution, and collection of this instrument means calling on other people for help.

Difficult but Necessary Task

Leadership in bringing about a needs assessment might come from several sources depending upon the extent of the assessment. The head counselor, vice-principal in charge of guidance services or dean of students, might be the facilitating force for a needs assessment dealing with career needs, career planning and career experience.

Leadership

Evaluating and utilizing the results is important. An advisory committee made up of community members as well as school people, can help in giving priority to the needs expressed and in suggesting programs to help meet these needs. The community members can also serve as disseminators of the committee's deliberations, and seek community support of the programs created to meet expressed needs.

Advisory Committee

Because needs assessment is a complex process, and could be a workshop in itself, you are being asked to select the needs in your particular setting for the purpose of the learning experience.

Structure for Micro Process

First of all, to facilitate our micro process we are designating the information component as the one we will use. There is always room for improvement in this component because communicating a sufficient base of career information for wise decision-making is an involved task. It is assumed that your setting will be your own school or one with which you have familiarity.

The next step is to designate the target population. To further facilitate the micro process, students are being chosen rather than teachers or parents because they are the main audience of a CRC. An additional step is having a sub-population. This could be a grade level, boy or girl, departments, etc. The basis of your choice should be that student group which is receiving the least service from the information component. Finally, list five informational needs which you think are existant in the sub-population you chose.

Activity Three

a. Identify and describe the setting you have chosen for your CRC for this workshop.

b. Identify population of your setting.

c. Identify sub-populations.

d. Choose one of the identified sub-populations for this workshop.

Activity Three (continued)

e. From your knowledge of your chosen sub-population make a list of five needs they might have. (In a real situation a needs assessment would be conducted by using questionnaires, interviews or combinations of survey techniques.) Remember, a need is the difference between what exists at present and what is desired.

Example: Hawkins High School
Sub-population: Seniors who wish to attend four year colleges
Need: Information about four year colleges which match their individual objectives.

Five needs of chosen sub-population

(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

(5) _____

_____

WRITE OBJECTIVES

Step Two

SPECIFYING PERFORMANCE OBJECTIVES

An integral step in developing a Career Resource Center (CRC) is specifying performance objectives. Since this workshop is concentrating on the process of developing a CRC and not on teaching the process of writing comprehensive objectives, it is assumed that participants have had experience in this area. Therefore, the following material has been prepared to provide participants with a quick review of preparing objectives. For a detailed review of this topic, it is suggested that participants read the work of Harrison (AIR).

Why Write Objectives

Why Write Objectives

Programs are usually based on general, long range goals which are difficult to evaluate in terms of client behavior change. Objectives, on the other hand, are specific and are stated so that they are both measurable and quantifiable, and can be used to help determine whether or not the program goals have been reached.

Measurable and Quantifiable

Both government and the general public are demanding that school programs be accountable; the guidance area is no exception. School personnel, therefore, must specify desired changes in behavior, stated as performance objectives. This step facilitates measurement growth and change and it assists personnel in the selection of appropriate materials and methodologies.

Determining Student Outcomes

There are many different classification systems which may be used in writing objectives, e.g. Bloom's Taxonomy or the California Model. To attain both program continuity and a foundation for growth, it is imperative that you use a system.

Outcome Statements

Outcome statements. The key point to remember in preparing performance objectives is to identify behavior which will indicate that the client has reached the goal. Outcome statements should include the following:

- Outcomes should describe end results, not procedures or activities.
- Outcomes must be observable or measurable. (Therefore, use action verbs to avoid vague or ambiguous statements).
- Outcomes must be relevant to the goal.
- Outcomes must describe performance.
- Outcomes should be significant.

Other key points to remember:

- Consider subgroups and establish realistic level of achievement.
- While there is no formula for specifying the exact number of objectives to prepare, it is suggested that you think of as many outcomes as you can. Then prioritize and select outcomes related to program objectives. Also remember that selection of outcome statements must be limited to those which can effectively be coordinated.

Writing Full Objectives

Four Key Components

There are four key components which must be present in an outcome statement before it may be considered a full objective. It is not necessary for an objective to be limited to one sentence.

Population

Population. Within the school setting there is a large population to be served. Yet, within that population there are many sub-populations (e.g. sex, race, age, grade level, learning level, developmental level). The first step in writing an objective is defining the population for which the objective is appropriate and intended. The objective should provide a detailed delineation of the population which is clear to the reader. Each sub-population may have different needs. Examples might include the following:

> Women may need to have experiences related to becoming aware of non-traditional career opportunities. (Career Information Component)
>
> Seventh grade students, compared to seniors, need different types of programs and services as related to work experience. (Work Experience Component)

Behavior

Behavior. A complete objective will include a statement using an action verb that will describe behavior which is observable and relevant to the goal. The following are action verbs which are useful in generating outcomes:

Action Verbs

choose	discriminate	discuss
describe	relate	construct
list	design	make
define	compare	match
record	draw	identify
apply(use)	demonstrate	recognize
interpret	predict	name
contrast	separate	operate

Condition

Condition. Condition refers to the setting or situation in which the outcome will be measured. Thus the statement must include a brief description of the condition in which the person will be expected to perform

the stated objective. Condition refers to the test conditions or parameters which will be established.

Examples of test conditions are: *Examples*

- After individually reviewing three occupations as discussed in the *Occupational Outlook Handbook* . . . (Career Information Component)
- As a result of a small group discussion on interest inventories . . . (Assessment Component)
- After listening to a cassette tape of the procedures to follow in completing a job application . . . (Work Experience Component)
- Upon completing a Career Activity Package in a social science classroom . . . (Instructor Resource Component)

In determining the conditions attempt to:

(1) Specify the information, tools, equipment, source materials, and anything else which will be available to help perform the outcome specified in the objective.

(2) Try to select conditions which most closely resemble a real-life situation in which the person might be required to perform the behavior. (Harrison, AIR)

Criterion of evaluation. A complete objective will state how effectively a person must perform to demonstrate adequate mastering. It establishes the degree of success. Criteria statements may be both quantitative (minimum number, percent, time limitations, etc.) and/or qualitative (satisfactory, acceptable, significant). Qualitative objectives are usually less precise. *Criterion of Evaluation*

There are references which can be of help listed in the bibliography.

Activity Four

Choose three of five needs written for sub-population and write one objective for each need.

Note: See Glossary: "Performance or product objective."

Need #1 _____

_____

Objective #1 _____

_____

_____

_____

_____

_____

Need #2 _____

_____

Objective #2 _____

_____

_____

_____

_____

_____

Need #3 _____

_____

Objective #3 _____

_____

_____

_____

_____

_____

IDENTIFY PROGRAMS, ACTIVITIES, SERVICES (P/A/S)

Step Three

DESCRIPTION OF PROGRAMS, ACTIVITIES, AND SERVICES

Programs, activites, and services can be described as follows:

Programs

Programs are developmental series of individual and group activities presented in sequence. These might include a weekly or monthly program of "Spotlights on Careers" (speakers from business and industry), seminars on job search (filling out applications, interviewing, developing contacts, communication skills, appearance), and in-service workshops to extend the knowledges, skills, and techniques of teachers, counselors, and paraprofessionals.

Activities

Activities include, but are not limited to, individual and group experiences in the classroom, Career Resource Center, and community. For example, group experiences might include seminars on occupational clusters, presentations to classes on specific occupations, College Days, Career Days, and visitations to business and industry. Individual activities might include simulation games and occupational kits, tests or inventories, and interviews.

Services

Services are support activities provided primarily by Career Resource Center staff and may include but are not limited to the following: occupational or career presentations in classes, presentations to community organizations and service clubs, audio visual and printed packages that can be used directly by instructors and others, counseling and instruction in the Career Resource

Center for student groups and individuals.

In considering programs, activities or services be creative. When considering space, materials, budget, equipment and people do not overlook resources because they are not readily available. The following questions are meant to act as spurs to your creative thinking.

Questions for Creative Thinking

Can you involve instructors, parents, students, administrators, non-certificated personnel, members of the community in some significant way?

Is financial assistance available from non-school sources? (i.e. business groups)

Can facilities currently being used be reassigned? Are there any portable buildings in the district (i.e. trailers) available for your use?

Are there viewers, readers, tape recorders, typewriters or other equipment standing idle in some department that may be borrowed for the CRC?

Are there materials already developed that may be either free or inexpensive? Are these available from faculty, local business and industry, the local Chamber of Commerce, business clubs?

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Activity Five

Choose one objective of the three written and identify three programs or activities or services to accomplish this objective.

Objective chosen is _____

_____

_____

Three programs, activites, services to accomplish this objective are:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Activity Six

Analysis of requirements for P/A/S

P/A/S #1 (identify) _____

_____

Requires:

People

Space

Equipment

Funding

Materials

P/A/S #2 (identify) _____

_____

Requires:

People

Space

Equipment

Funding

Materials

Activity Six (continued)

P/A/S #3 (identify) _____

_____

Requires:

People

Space

Equipment

Funding

Materials

ANALYZE REQUIREMENTS AND CHOOSE P/A/S FOR IMPLEMENTATION

Step Four

One of the major problems in establishing a Career Resource Center (CRC) or in improving one component of a CRC is deciding what to do first.

One aid to help in making decisions about which programs, activities, or services to implement first is the RUI Table.* This technique requires you to indicate the resources necessary for implementation, to evaluate the difficulty in procuring the resource and to determine the importance of the resource to implementation. The Relative Unfavorable Impact (RUI) is the relationship between the difficulty in procuring the resource and its importance to implementation.

RUI Table

In using the RUI Table you are working with the most critical resources necessary for implementation. You will be choosing the three most critical resources under each category from your list of requirements prepared in the previous activity. Write these in the blank RUI Tables on the following pages for each of the three P/A/S's. As you identify resources needed be sure you do not overlook elusive resources, resources that are not obvious. These resources may be very critical to implementation.

Most Critical Resources

---

* The concept of Relative Unfavorable Impact (RUI) was initially developed by Ron Smith while at Cerritos Community College, Cerritos, California. He is currently at Cypress Community College. The RUI concept was modified for the purpose of this workshop.

You are now ready to determine the availability of each resource.

Utilizing the RUI Table

First consider those resources you currently have or know you can obtain without difficulty. These resources have no unfavorable impact on implementation and should be circled in the (1) or "none" column. Next consider the resources that you consider extremely difficult to obtain. These represent a serious unfavorable impact on implementation and should be circled in the (4) or "serious" column.

Between these two extremes there may be some possibility for obtaining a resource. These should be circled (3) or (4) depending on the difficulty you forsee at this time in obtaining the resource.

When you have completed an RUI Table, total the numbers by adding the columns, "none", "minor", "some" services. The program, activity, or service with the lowest relative unfavorable impact total should be the easiest to implement; thus, it would be the first one you could offer in the component you have chosen to develop. This does not mean, however, that this program/activity/service would necessarily be the only one you would initially offer or deliver. In fact, you will probably want to offer more than one program, activity or service within a component even during the beginning stages in order to have a viable program. To be sure the program/activity/service with the lowest total will be the easiest to offer, you will need to review your listing of the resources needed for that

program, activity, or service and your evaluation of both the availability and possibility of obtaining crucial resources. If there is a resource which you feel will be impossible to obtain and is crucial to have, you will need to consider the program/activity/service with the second lowest total.

Activity Seven

RUI TABLE
(Relative Unfavorable Impact)

PROGRAM/ACTIVITY/SERVICE #1: _____

Develop a checklist of one to three resources needed in each category to offer this program/activity/service and complete the relative impact column at this time.

POSSIBLE RESOURCES	RELATIVE UNFAVORABLE IMPACT				STRATEGIES
PEOPLE	NONE	MINOR	SOME	SERIOUS	
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
SPACE					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
EQUIPMENT					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
FUNDING					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
MATERIALS					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
	___	___	___	___	

Total of vertical columns = _____ Total of all four vertical columns

Activity Seven (continued)

RUI TABLE
(Relative Unfavorable Impact)

Program/Activity/Service #2: _____

Develop a checklist of one to three resources needed in each category to offer this program/activity/service and complete the relative impact column at this time.

POSSIBLE RESOURCES	RELATIVE UNFAVORABLE IMPACT				STRATEGIES
	NONE	MINOR	SOME	SERIOUS	
PEOPLE					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
SPACE					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
EQUIPMENT					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
FUNDING					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
MATERIALS					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
	___	___	___	___	

Total of vertical columns = _____ Total of all four vertical columns

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Activity Seven (continued)

RUI TABLE
(Relative Unfavorable Impact)

PROGRAM/ACTIVITY/SERVICE #3: _____

Develop a checklist of one to three resources needed in each category to offer this program/activity/service and complete the relative impact column at this time.

POSSIBLE RESOURCES	RELATIVE UNFAVORABLE IMPACT				STRATEGIES
PEOPLE	NONE	MINOR	SOME	SERIOUS	
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
SPACE					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
EQUIPMENT					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
FUNDING					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
MATERIALS					
1.	1	2	3	4	_____
2.	1	2	3	4	_____
3.	1	2	3	4	_____
	___	___	___	___	

Total of vertical columns = _____ Total of all four vertical columns

Activity Seven (continued)

Choose one P/A/S for implementation based on totals of RUI Tables.

Totals of four vertical columns

P/A/S #1_____

P/A/S #2_____

P/A/S #3_____

The program with the lowest figure should be the easiest to implement.

P/A/S chosen for implementation is:

_____

IDENTIFY IMPLEMENTATION TASKS

Step Five

Identify and Sequence Tasks

In analyzing the tasks necessary to implement the P/A/S chosen, the final objective is to have as complete a breakdown of tasks as is necessary without gaps. This is not usually possible to do in sequence. Something is almost always left out.

It is suggested therefore that no effort be made at first to sequence tasks. Instead, using 3x5 cards, write each task on one card AS IT OCCURS TO YOU. When you have several tasks identified, lay the cards on a table in a natural sequence. You will then notice gaps and these can then be filled in on 3 x 5 cards.

When you have a group of tasks in sequence list them in Activity Eight. You will then be ready to develop the two-dimensional responsibility chart in Activity Nine.

Activity Eight

IMPLEMENTATION TASKS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Activity Eight (continued)

IMPLEMENTATION TASKS

7. _____

_____

_____

_____

8. _____

_____

_____

_____

9. _____

_____

_____

_____

10. _____

_____

_____

_____

11. _____

_____

_____

_____

12. _____

_____

_____

_____

ASSIGN RESPONSIBILITY

Step Six

In order to assign responsibility for tasks, a two-dimensional chart is helpful. This chart can be a simple assignment of responsibility for several P/A/S's, or it can be a sophisticated chart which indicates not only prime responsibility, but coordination and other personnel functions for all components in a comprehensive CRC.

For the purpose of this workshop you are asked to develop the two dimensions of a chart using tasks as the vertical dimension and personnel as the horizontal dimension.

Activity Nine

Assign tasks to those people whom you believe would have prime responsibility for completion of task. Indicate this with a symbol "X".

Example:

Task	CRT
Buy books	X

Tasks	Career Counselor	Career Resource Technician	Career Aides	Counselors	Administration	Teachers	Other Staff	Advisory Committee	P.T.A.	Service Clubs	Business Men	Unions	Armed Forces	Other
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

Two-dimensional Chart Assigning Prime Responsibility

for Completion of Task

REVIEW OF THE SYSTEMATIC PROCESS AND OF EVALUATIONAL PROCEDURES FOR ESTABLISHMENT OR IMPROVEMENT OF A CAREER RESOURCE CENTER

You have now completed a mini-review of the systematic process for establishing and/or improving a Career Resource Center. The last activity will be the identification of the six steps in the process.

One aspect which has been omitted from this review is evaluation.

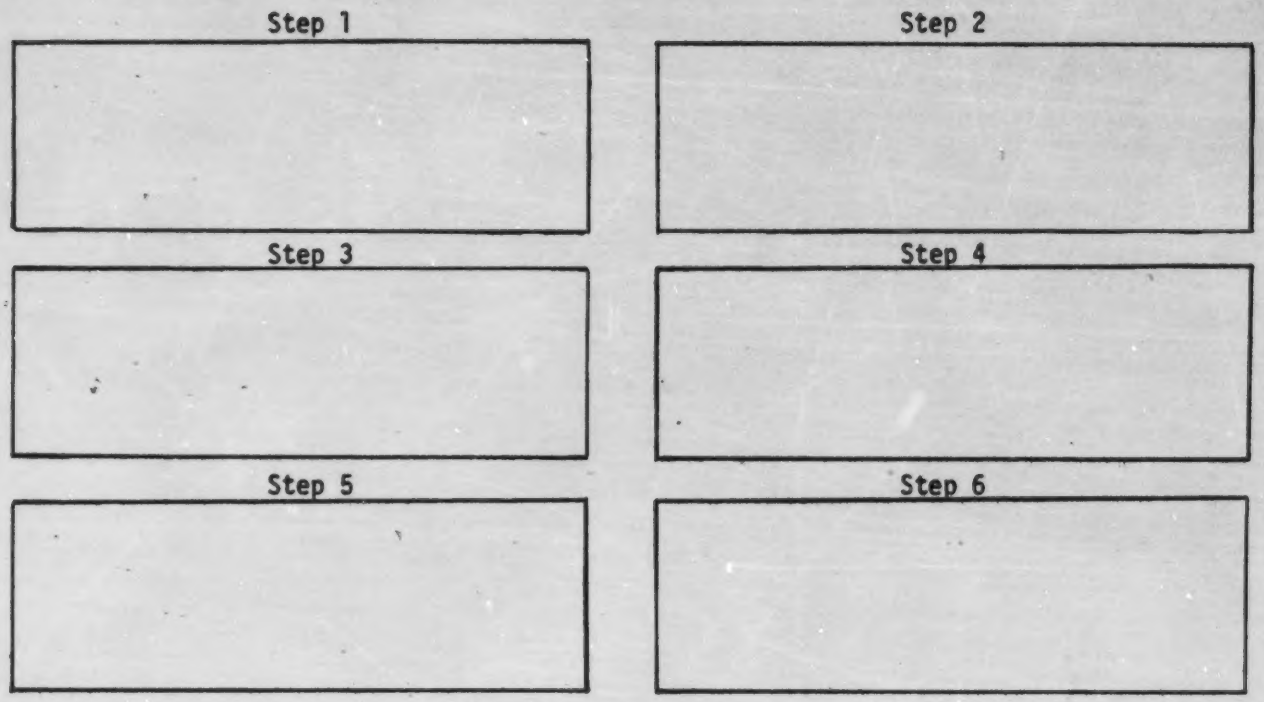
Evaluation

Evaluation should take place at each step in the process. In order to complete the process you will be given a brief review of evaluation strategies.

Activity Ten

Flow Chart of

A Systematic Process for Establishing and/or Improving A Career Resource Center



2. Note that evaluation takes place at each step. See review of evaluation strategies on following pages.

EVALUATION

Evaluation strategies ensure a systematic, planned process which measures the effectiveness of programs. The resultant data provide feedback concerning the total effectiveness of a program.

The majority of the data currently collected are administrative reporting summaries which do provide interesting descriptive information (e.g. staff assignments, number of staff, type of materials available, client data) yet this information is only meaningful from a subjective viewpoint.

Objective Evaluation

Objective evaluation provides program information on outcome attainment and behavior changes which result from specific activities. Specific statements of expected outcomes of a program and behavioral changes are a prerequisite to planning activites and to evaluating the effectiveness of the program.

Outcome-Referenced Evaluation

This module provides sequential activites designed to assist participants in developing a CRC based upon objectives. The criteria established in program objectives provide a means of evaluating programs on the basis of pupil attainment of specified outcomes.

Evaluation Procedures

(1) Concise statements of program objectives.
(2) Establishment of acceptable levels of attainment.
(3) Selection or development of materials and procedures to achieve outcomes.

(4) Identification of methods or instruments for assessing outcome attainment.
(5) Objective appraisal of outcome attainment.
(6) Identification of process variables related to attainment of specific outcomes. (O'Hare,1971)

Criterion Referenced Measures

Criterion-referenced measures (CRM) are used to compare client's attainment of desired outcomes with an established performance level. Criterion levels (minimal acceptable levels of performance) are established for each set of outcomes. CRM is appropriate when specific outcomes have been identified and instruction or guidance has been provided to develop the outcomes. CRM measures the degree of client attainment. Information derived from such evaluation models allows for systematic planning, program modification, and program verification.

Formative and Summative Evaluation

Formative Evaluation

The development stages of a program determine the evaluation emphasis and whether formative or summative evaluation will be utilized. Formative evaluation is a process of evaluating developing programs. Emphasis is on the degree to which program objectives are achieved by clients. You will recall that in developing objectives for each CRC component, program objectives were also developed. The prime purpose of formative data collection is the identification of program strengths and weaknesses. This is done by reviewing the program objectives. Analysis of the results of formative evaluation should include the consideration of situational variables (e.g. physical

setting). These outside variables may have a dramatic impact on the effectiveness of the program. The key point for you to remember is that formative evaluation is directed toward program improvement.

Summative Evaluation

Summative evaluation, on the other hand, is used to evaluate fully developed programs. Evaluation techniques are utilized which provide an estimate of overall program effectiveness. This procedure is used to evaluate individual programs or to compare two or more existing programs. Summative evaluation provides information about clients. Thus, the data may be utilized for client evaluation as well as program evaluation. In addition, summative evaluation is directed toward post-developmental evaluation and provides descriptive program-related statements that allow for comparison and decision-making.

This brief discussion was designed to serve as an overview of evaluation. Some resources for those desiring a more complete review of evaluation procedures and techniques are in the bibliography.

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APPENDIX

HOW TO IMPLEMENT, MAINTAIN, AND IMPROVE A CAREER CENTER

Thomas J. Jacobson
June 30, 1975

How to Implement a Career Center

Any approach to implementing a Career Center is dependent upon several pre-existing factors in a school: The degree of support from the administration, counseling staff, and faculty; the availability of funds; the availability of space; and the composition of the student body. If the individual or group of individuals in a school who are interested in beginning a Career Center are able to obtain substantial outright funding or total support from the principal at the outset, the process of implementing a Career Center is much simpler. However, since both of these situations represent the exception and not the rule, the following discussion addresses the "typical" situation in which a counselor or work experience coordinator would like to begin a Career Center but is not sure of the best way to proceed. The suggestions that follow will not apply to every secondary school, but it is hoped that most of the ideas can be adapted to fit particular situations.

1. Base the implementation of a Career Center on measured student need.
2. Develop an understanding of what Career Centers are currently doing to meet the career guidance needs of students.
3. Develop interest among the counseling staff, faculty, and students, and present the idea of a Career Center to the principal.
4. Take the principal, or the principal's designee, to an exemplary Career Center.
5. Free some time for a counselor to plan and organize a Career Center.
6. Set up a Career Center planning committee.

7. Allocate the space for a Career Center.

8. Decorate the center to achieve a non-institutional look.

9. Establish an inventory of printed sources of career and educational information.

10. Hire a paraprofessional to coordinate the day to day activities of a Career Center.

11. Before officially opening the center, have an orientation for the faculty.

12. Advertise the Career Center in the P.T.A. Newsletter, and in the local newspaper.

How to Operate and Maintain a Career Center.

Once a center is open, its success depends on the efforts and enthusiasm of the Career Center staff, and the atmosphere they are able to create in the center itself. In addition to these intangibles, the numbers and kinds of programs that are coordinated by the Career Center are directly related to the size and qualifications of the staff. Beyond these basic considerations, discussed in detail in Chapters II and III of the report, several generalizations can be made concerning the effective operation of a Career Center.

1. If it has not yet been done, writing objectives for the Career Center is the first order of business.

2. Take advantage of the resources of the school and the community.

3. View a Career Center as a process of inter-connecting, mutually supporting activities, with several points of entry.

4. Continue to develop support within the faculty, counseling staff and administration.

5. Act as a service to the faculty.

6. A minimum amount of career guidance for each student should be built into the Career Center program.

7. Maximize the effectiveness of career guidance services offered through the Career Center.

a. Interest Surveys
b. Speakers Programs and Field Trips
c. Work Experience

8. Files in the Career Center should be kept "for" and not just "on" students.

9. Career Center personnel should understand that career exploration does not necessarily lead to career planning.

10. Establish a budget specifically for the operation of the Career Center.

How to Improve a Career Center

To improve a Career Center, it is essential to obtain an evaluation on each aspect of a center's operation and to base arguments for further support on demonstrated past performance. In the discussion about evaluation, several different types of instruments were examined. The Career Center can use the information from these instruments plus feedback from other sources to help improve the programs and activities provided by the Career Center. The emphasis should be to examine programs and services offered and make decisions based upon data.

1. Establish priorities for each of the programs or activities provided by the Career Center.

2. Tentatively establish a one-year program, a two-year program, and a three-year program for the Career Center based upon established priorities and reasonable projections.

3. While the tentative programs are being laid out, discuss the programs with faculty members to see how they want to use the Career Center.

4. Meet with the counseling staff and obtain direct feedback from them to ensure that hteir ideas are incorporated into Career Center activities.

5. Obtain feedback information on the programs and services offered.

6. In Chapter VIII, ways in which Career Centers are making an impact on students were discussed.

7. Compare the Career Center priorities with the information from faculty and counselors and student input.

8. Examining priorities in relation to feedback is essential and much easier than it may seem.

9. Identify students who have not made any post-high school plans and seek to provide assistance to those students.

A Career Center in another district contacts all seniors who did not apply to college or who did not ask for their transcripts. Additionally, the Career Center should not automatically exclude students who say they are going to Community College from this group. Many students indicate they are going to college simply because they have not made any concrete plans about the future. Counselors at the Community College level mentioned that many students come to Community Colleges because they do not know what else to do and a significant number of these students drop out before too long.

COORDINATOR'S GUIDE

PLANNING A CAREER RESOURCE CENTER

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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MODULE GOAL AND OBJECTIVES

This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and improvement of Career Resource Centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a Career Resource Center, how to identify needs and determine objectives, and, learn how to establish priorities, select programs and implement plans. On completion of this module, participants will be able to:

1. Describe the five components of a Career Resource Center (CRC) and list the steps of a systematic process for the establishment and/or improvement of a CRC.

   Successful achievement of this objective requires listing of the five components with at least two activities typical of each component as given in the module text and listing five of the six steps of the systematic process flow chart in sequence.

2. Choose a student sub-population to be served by the information component of a CRC in his/her own setting, identify needs of that sub-population and write objectives responding to those needs.

   Successful achievement of this objective, given the information component, requires the defining of a sub-population in his/her own setting and the identifying of five needs. The next step is choosing three from those five needs, and the writing of one objective in response to each of the three needs. These objectives are to be judged by the Coordinator as to their content and applicability, using the review, "Specifying Performance Objectives".

3. Choose three Programs/Activities/Services (P/A/S) which implement one of three objectives from #2, analyze requirements for each of the P/A/S chosen, and assign priority for implementation.

Successful achievement of this objective requires analyzing requirements for each of the three P/A/S chosen by listing them under the headings of people, budget, space, equipment and material; and assigning priority for implementation according to the results of the RUI (Relative Unfavorable Impact) table.

4. Identify and sequence the tasks necessary to implement the first priority P/A/S and construct a chart designating who is responsible for completing the tasks.

   Successful completion of this objective requires listing the tasks thought necessary to implement the P/A/S on 3 x 5 cards, sequencing the tasks, checking for repetition and gaps, and constructing a responsibility chart.

COORDINATOR'S ROLE

The ultimate success of the module rests on your ability to provide leadership and support throughout the workshop. The following guidelines have been prepared to assist you.

Set The Tone

Physical - This module should be held in a Career Resource Center if at all possible. The better the Center, the better the model of what should be. However, it can be held in another setting because no actual CRC materials are involved.

Personal - Set the right mood. Participants should be relaxed, but alert, interested and motivated. Be enthusiastic and creative as you present key points to participants and project excitement and interest into activities and discussions. Make it clear that this is a very important workshop and that all activities are based on specific outcome statements.

Set The Rhythm And Pace

You have been provided a detailed agenda including suggested time modules for each activity. The composition of the group of participants will vary in terms of prior knowledge, position, responsibility, and interest. Be sensitive to the pace at which the participants work through each activity. You will have to determine when it is necessary to speed up or slow down. This will depend entirely on the group performance. However, there is not much flexibility within the schedule. You have an obligation to complete the module. Each participant will have a workbook to

take with them. You will want to draw their attention to this fact and indicate that if they do not completely finish an activity, they may do so once they return to their school setting.

Keep the flow smooth, especially when moving from one activity to another. Two breaks and one lunch session are provided.

Facilitate Group Interaction

A variety of activities have been designed for this module. Encourage discussion and interaction among the participants. Attempt to monitor participants to ensure interaction and dialogue. Seek out questions and concerns early and deal with them openly. Be sensitive to moods and needs. Provide guidance and trouble shoot, but most of all, allow the participants the freedom for growth.

Evaluation

It is your responsibility to maintain the quality of the workshop. Make sure participants are moving in the right direction. When needed, set parameters to assist them in moving toward the objectives of the module. Monitor participant responses to each activity worksheet. Remember that each activity in this module is a building block to the next activity. Note when you are the judge of successful completion of an activity.

SPECIFIC FUNCTIONS OF COORDINATOR

Prior to the Workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participants' materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop. This may include transparencies, overhead projector, grease pencil, chalk, blackboard, extra paper, pencils, name tags, and 3 x 5 index cards (at least 12 per participant).
3. Package the materials by activity. This will save time and will facilitate a smoothly conducted set of activities. It is suggested that the participant does not write in the Learner's Guide, but that activity sheets be furnished by the Coordinator.

At the Workshop

1. Introduce yourself to participants and them to each other (See Ice-Breaker). Briefly explain your background and the role you will play in the module.
2. Refer to the Suggested Time Schedule and do your best to stick to it.
3. Introduce the goal and objectives of the module.
4. Having the participants read the entire text before discussion can become lethal. The Coordinator reading the text instead is even worse. Lecture from the text, indicating the main points (i.e. right hand column) and give plenty of examples. Be sure to ask for their ideas and comments as you go along. Lecturing means that you have to know the material well. Circulate

among participants during the activities to answer questions and help whenever needed.

5. Conduct wrap-up sessions at the end of each section and at the end of the whole module. Your tasks here are to:
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study.

NOTES TO USERS

This module was developed by the National Consortium on Competency-Based Staff Development during 1975-76. It was field tested during 1976 and subsequently revised based on the results of the field test. The materials and procedures it contains may be adapted to meet local needs. The module provides suggestions, but these need not be followed precisely.

MODULE OUTLINE

	Approximate Time	Objective(s)
Introduction	20 minutes	1, 2, 3, 4
Overview of CRC	50 minutes	1, 2, 3, 4
Overview of Systematic Process	20 minutes	1
*Break		
Needs Assessment - Step One	40 minutes	2
Write Objectives - Step Two	50 minutes	2
*Lunch		
Identify P/A/S's	40 minutes	3
Analyze Requirements and Choose P/A/S for Implementation	50 minutes	3
*Break		
Identify Implementation Tasks	30 minutes	4
Assign Responsibility	20 minutes	4
Review	10 minutes	1-4

*Length of these periods would depend on Coordinator.

SPECIFIC SUGGESTIONS FOR EACH SECTION

Introduction

A. Ice-Breaker - You as Coordinator may have your favorite get-acquainted technique. If you haven't, one that works quite well is as follows.

The group numbers off so that pairs result. For example, if there are 14, have them count off in two sets of seven. Have each pair rap with each other with the purpose of introducing each other to the group. Usually five minutes is enough to assemble the information for a good introduction.

B. Module Goal and Objectives - It is important that you as Coordinator are knowledgeable of the module goal and module objectives. In fact, you are encouraged to go through the Learner's Guide completing all the exercises prior to coordinating the day's activity. Take enough time to ensure that each participant is knowledgeable of the goal and objectives. The criteria of success of the objectives are only included in this Coordinator's Guide.

C. Module Outline - The time schedule is only tentative. If this material is being presented over a series of sessions, such as within the framework of a continuing class, the pattern could be emphasizing one or two steps in the systematic process at a time.

D. Glossary - Be sure that in discussing these terms with the participants, that their feedback shows they are understanding them. You may want to go right into that section of the Overview that deals with some of the terms. Review Figure I with them. Emphasize that this diagram does not include all functions but a sampling of them deemed important to know if a Career Resource Center is going to run smoothly.

E. Additional Resources -

1. Refer to bibliography

2. Pfieffer and Jones. *Group Facilitator Handbook.* La Jolla: University Associates, 1970-76.

3. Bates, M. and Johnson, C.D. *Group Leadership: A Manual For Group Leaders.* Denver: Love Publishing, 1972.

Overview of a CRC

The overview is lengthy. Highlight key points. Utilize transparencies, if possible, to illustrate each component. DO NOT READ. Know your material well enough to constantly add illustrations to the points presented. If participants master the concept of a CRC early in the workshop your job as coordinator will be easier.

Overview of a Systematic Approach

Discuss the flow chart of steps in the process. Emphasize that steps one and two are shortened simulations for the workshop. Explain the process of needs assessment. Explain why one component was chosen for the workshop, i.e., the education, work, leisure component. Review the relationships of specific needs and objectives of specific components. Don't get bogged down in the overview. Its purpose is to serve as a frame of reference only, and the participants may have to experience the process before being able to give real meaning to the flow chart. That's why there is a review of this flow chart at the end of the module.

Step One - Needs Assessment

Choose setting of Career Resource Center to be used in workshop. Explain use of alternatives for those not presently employed in a school that has or is developing a CRC. Possibilities: (a) Visit a local CRC before workshop begins. (b) Pair up with someone who has a real setting.

Step Two - Write Objectives

Review key points of "Specifying Performance Objectives". Construct applicable examples for class. Be ready to give assistance to participants in their objective writing.

Step Three - Identify P/A/S

Discuss briefly definitions of programs, activities and services. De-emphasize categories. Emphasize importance of choosing P/A/S's that match education/work/leisure information component. Stress that the information element should be included in each P/A/S chosen.

Step Four - Analyze Requirements

Review the five categories of requirements. See that participants understand each. Emphasize difference between materials and equipment. Emphasize that this step is a necessary information input to the process of deciding which P/A/S to implement.

The RUI Table is a method of numerically weighting "apples and oranges". Emphasize that this table is only one method. There are other methods of numerically weighting decisions which rest on multiple factors. Go over the text and table

carefully before the workshop. Be sure you understand the method.

Step Five - Identify Tasks

Use an example of an activity in order to illustrate task identification. Example: Ask one participant to write a series of tasks on blackboard necessary to brush teeth. Have class participate in filling in gaps. Emphasize how easy it is to omit important steps. Then categorize them according to the headings below.

By requirements-

Budget: Buy toothpaste (who supplies funds)
Buy brush (who supplies funds)

Materials: Toothpaste (buy)
Running water (check supply)

Equipment: Toothbrush (buy)
Mirror (clean)
Glass or cup (Decide between paper or plastic, check availability.)

Space: Bathroom (check when available)

People: Myself (coordinate with others using bathroom

By functions-

Pick up brush
Wet brush
Unscrew toothpaste
Squeeze toothpaste on brush
Brush teeth
Rinse brush
Rinse mouth
Re-screw cap on toothpaste
Store brush

Time-line:
Same as given, no overlaps

Step Six - Assign Responsibility

This step merely sets up a chart of two dimensions and assigns responsibility to the persons participants believe would be responsible.

The important element here is the development of the two dimensions.

Review of Steps

1. Flow chart steps should now be filled in by memory.

Review of Evaluation Strategies

Emphasize that the systematic process is a dynamic one subject to evaluation at each step to allow for exigencies, changes in conditions, etc.

Evaluation is a response to changes of outside factors, changes due to misjudgment, changes due to budget freezes, etc.

Wrap-up

Leave enough time at the end of the workshop to answer questions and obtain closure.

Summarize workshop
Resolve questions
Refer to sources of additional study

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.	86						

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career-guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

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NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler